

Title and Location	Track	Training Goals	Theoretical Orientation
Anxiety and Stress Disorders Clinic (Davie & Finley)	Adult	<ol style="list-style-type: none"> 1. The student will learn how to conceptualize anxiety disorders from a cognitive-behavioral perspective. 2. The student will learn to administer and interpret assessment measures for anxiety and related constructs. 3. The student will learn how to conduct an assessment and consultation for anxiety disorders. 4. The student will learn to develop a treatment plan based on assessment and case conceptualization. 5. The student will learn how to implement evidence-based psychological treatment techniques for anxiety disorders. 	CBT
Davie-Couples	Both	<ol style="list-style-type: none"> 1. This practicum teaches students how to provide couple therapy using an empirically-based model of Cognitive-Behavioral Couple Therapy and to utilize empirical findings from the couples literature in their conceptualization of couple functioning. Throughout the year, the practicum integrates knowledge of the theoretical, empirical, and clinical application of couple functioning and intervention. 2. This practicum teaches students how to conduct an extensive assessment of couple functioning through which students learn to develop a full case conceptualization that is tied directly to a treatment plan. 3. Through its lectures, readings, role-plays, and extensive supervision, this practicum teaches students how to execute cognitive, behavioral, and emotional interventions in a couples context. Although the practicum has a couples focus, parallels between CBCT and CBT for individuals are highlighted throughout the course, adding to the students' understanding and application of CBT theory and techniques. While the practicum focuses on intervening with adults, the practicum is also appropriate for child students who want to work with couples, who often have problems co-parenting effectively. 	CBT
Dialectical Behavior Therapy (DBT) - UNC Dept. of Psychiatry	Adult or Child	<p>During the course of this practicum trainees will be effectively able to do/learn the following:</p> <ol style="list-style-type: none"> 1. Co-lead a traditional DBT skills training class. 2. Conduct individual therapy with clients within the DBT framework. 3. Initiate and maintain treatment coordination with hospital- and community-based providers who serve as individual therapists for clients in the DBT groups. 4. Participate in a weekly, multi-disciplinary peer consultation group which provides them an opportunity to learn many ways to approach the challenges that arise in working with clients with BPD. 5. Conduct intake appointments for prospective DBT clients. 	DBT and CBT
Clinical Neuropsychology UNC Physical Medicine & Rehabilitation	Both	<p>Practicum students will</p> <ol style="list-style-type: none"> 1. Become familiar with common emotional, cognitive, behavioral, and physical sequelae of specific neurologic disorders, including traumatic brain injury, brain tumors, stroke, and epilepsy, as well as other illnesses; 	Clinical Neuropsychology UNC Physical Medicine & Rehabilitation

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		<ol style="list-style-type: none"> 2. Develop further awareness of the interactions of physical, emotional, cognitive, and behavioral factors in determining outcomes in individuals with histories of injury, illness, and disability; 3. Increase their awareness of the role psychology may play in the management of medical conditions; 4. Become familiar with the administration, scoring, and interpretation of commonly used neuropsychological assessment tools; 5. Further develop basic clinical skills in interviewing, differential diagnosis, and report-writing. 	
The Center of Excellence for Eating Disorders – UNC Department of Psychiatry	Both	<p>The Center of Excellence for Eating Disorders is a national leader in eating disorder treatment and research. We have a comprehensive program that includes multiple levels of care (outpatient, partial hospitalization, and inpatient). Trainees will:</p> <ol style="list-style-type: none"> 1. Provide individual and group therapy to patients with eating disorders across levels of care. 2. Develop a multi-disciplinary understanding of eating disorders encompassing medical, psychiatric, psychological, family systems, and nutritional complexities 3. Conduct diagnostic interviews and make appropriate differential diagnoses for patients including report writing, triage, and assessment. 4. Receive personalized supervision to support clinical development 	Integrative: CBT, DBT, FBT, and ACT
UNC Family Medicine	Adult	<p>The overall goal of this placement is to introduce students to a team based perspective in an integrated primary care setting.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Use screening and assessment tools to develop patient centered treatment plans to address psychological issues common in primary care settings. 2. Use psychological interventions such as brief psychotherapy, motivational interviewing, health behavior change counseling skills, and general CBT skills to treat psychological issues common in primary care settings. 3. Develop consultation and inter-professional team competencies 4. Understand the role of psychologists in integrated primary care settings 	Supervision will be provided from a predominantly CBT framework.
Acute Adult Unit (AAU) Child and Adolescent Unit (CAU) Community Transition Unit (CTU) Geriatric Services Unit (GSU)	Both	<p>The purpose of the CRH practica in clinical psychology is to provide training in assessment, intervention and consultation with a population whose difficulties are severe enough to warrant inpatient psychiatric treatment. Each student will choose a specific Unit that matches his/her training interests and needs. A contract will be developed between the student, primary supervisor and practicum coordinator, outlining the student's training goals for the year and the expected training experiences necessary to meet them. While many clinical experiences are available at CRH, the site is particularly strong in providing cognitive, functional and diagnostic assessment training; behavioral and individual therapy interventions with ethnically and racially diverse</p>	Evidenced-based, behavioral and cognitive-behavioral treatment techniques are used but students also learn how to adapt these techniques, as required, to address the patients' strengths and limitations, as well as the strengths and limitations of the techniques within this population and setting.

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Forensics Services Unit (FSU)		<p>patients diagnosed with severe mental illnesses; group therapy experiences (including DBT and CBT); intensive individual , behavioral and group therapy interventions with children and adolescents; assessment and treatment of geriatric patients with dementia and behavioral disturbances; case conceptualization and, multidisciplinary consultation. Neuropsychological training is available on several units. Brief Unit Descriptions:</p> <ol style="list-style-type: none"> 1. AAU - 148 bed unit serving adults, ages 18 - 65, who are a danger to themselves or others and in need of inpatient treatment. Focus of treatment is diagnosis, stabilization, and brief therapy. 2. CAU - 36 bed unit with two programs: The Child Program treats 5 - 12 years olds and the Adolescent Program treats 12 - 17 year olds. Both programs provide short-to mid-term admissions, with stays ranging from several days to several months. Both programs focus on stabilization, diagnosis, behavior management, fostering an increased repertoire of coping skills and identification of needs upon discharge. 3. CTU - 76 bed unit serving adults, ages 18 - 65, who typically transfer from AAU, with serious and persistent mental illness who require further intensive treatment in a secure setting. 4. GSU - 40 bed unit providing acute and long term treatment to adults over age 65 who are diagnosed with serious mental illness and may have dementia and/or medical issues related to aging. 5. FSU - 45 bed unit serving adults, ages 18 - 65, who have been found not guilty by reason of insanity or incapable to proceed to trial and are in need of inpatient treatment. Focus of treatment is behavioral management and assessment (with emphasis on risk assessment), individual, and group work oriented toward resolution of legal situation. 	
CAPS	Adult	<ol style="list-style-type: none"> 1. Improve general clinical abilities including diagnostic and psychotherapy skills 2. Become familiar with principles and technique of brief psychotherapy and treatment issues particularly relevant to a college population and use this knowledge to inform clinical work 3. Integrate previous knowledge and experience into this practicum in order to: <ol style="list-style-type: none"> a) use clinical theory to effectively conceptualize cases and direct treatment b) refine use of specific technique and therapeutic strategies c) begin developing a sense of one's own therapeutic style. 	Varied, depending on supervisor; short term model of treatment
Carolina Institute for Developmental Disabilities (CIDD)	Both (primarily child)	<ol style="list-style-type: none"> 1. Gain a broader understanding of diagnosis, treatment, and life course of individuals with developmental disabilities such as intellectual disabilities, genetic syndromes, autism spectrum disorders, and dually diagnosed individuals (e.g., autism and OCD; ID and depression). 2. Learn to select and administer appropriate assessment instruments as part of psychological evaluations for varying and complex questions across a 	CBT

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		<p>broad range of disorders. Begin to integrate findings within the context of interdisciplinary evaluations.</p> <ol style="list-style-type: none"> 3. Psychological evaluations may include neuropsychological, intellectual, social/emotional, adaptive, and behavioral assessments. 4. Depending on the chosen clinics/ activities, students typically participate in assessment, consultation, therapy, and/or group therapy services. 5. See our clinical services: www.ciddd.unc.edu/services/clinical 	
TEACCH – Chapel Hill Center	Child/Family	<ol style="list-style-type: none"> 1. Gain an in-depth understanding of the unique pattern of neurocognitive strengths and weaknesses in individuals with autism of a variety of ages and developmental levels 2. Learn to develop and implement appropriate strategies for changing behavior and teaching new skills in individuals with autism 3. Learn how to effectively teach parents/caregivers about autism and in the use of appropriate intervention strategies 4. For diagnostic experience student will learn state of the art diagnostic tools for diagnosing autism individuals of all ages 5. Diagnostic evaluations: learn and utilize state of the art autism diagnostic tools including the ADOS2, CARS2, as well as conduct a diagnostic interview with parents 	Structured Teaching
Substance Use Treatment Practicum UNC Health Care at WakeBrook – Raleigh, NC OR Southlight – Raleigh, NC	Adult	<ol style="list-style-type: none"> 1. Develop an understanding of the multiple theoretical approaches (e.g., AA/NA, relapse prevention, BA, MI) applied to the treatment of addiction. 2. Develop expertise in the following treatment techniques as they pertain to addiction: 3. Functional analysis of behavior---- 4. Relapse prevention 5. Behavioral activation (BA) + Mindfulness 6. Supportive Counseling 7. Utilize smartphone technology to enhance standard BA treatment for substance use 8. Serve as a therapist on a randomized clinical trial 	CBT
Silber Psychological Services - Child & Adolescent Private Practice, Raleigh/Cary, NC	Child/Family	<p>By the completion of practicum, trainees should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate competency in case formulation and treatment planning. 2. Identify appropriate evidence-based treatments for children and adolescents in a community setting and apply these treatments with both adherence and flexibility. 3. Choose and implement testing procedures and methods to conduct a comprehensive psychological evaluation (i.e., cognitive and achievement tests, interviews, self-report questionnaires, clinician observations, etc.). 4. Demonstrate growth in regard to clinical competencies such as building a strong therapeutic alliance, consideration of cultural factors that may influence a client’s response/progress in therapy, etc. 5. Utilize supervision to assist in their professional and personal growth. 	CBT & DBT

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		6. Present case material and respond to appropriate input by their colleagues and supervisor	
Integrated Primary Care at SHAC (Student Health Advocacy Coalition)	Adult	The overall goal of this placement is to introduce students to a team based perspective in an integrated primary care setting. Students will use interventions such as brief therapy, motivational interviewing, and general CBT to treat psychological issues common in primary care. Students will develop consultation and inter-professional team competencies	Supervision will be provided from a predominantly CBT framework.
Advanced Adult Practicum	Adult	Students will further develop their ability to foster and maintain an effective psychotherapeutic relationship. Emphasis will be placed on creating a therapeutic alliance; setting and monitoring treatment goals; exploring the therapist-client relationship as an agent of change; and understanding termination as an important phase of the therapy to consolidate and enhance the work. Students will learn to seamlessly integrate the various therapy conceptual models and techniques in their work with each client. Careful attention will be given to addressing issues of individual and cultural diversity.	Integrative. Case conceptualization and treatment interventions will be derived from a variety of theoretical models (i.e., CBT, behavioral, mindfulness-based, and psychodynamic) based on the unique needs of each individual client. Interest in a developmental/ psychodynamic approach on the part of the student will enrich the student's experience.
Durham VA	Adult	Training goals will vary depending on placement. Broadly our placements emphasize evidence-based assessment and treatment of military veterans whose presentations often include both significant mental health and medical issues, and ability to work in integrated healthcare environment that is the largest training setting for psychologists-to-be nationwide.	Broadly CBT, with various modalities that fall under this umbrella depending on placement (e.g., DBT, MI, ACT, CBCT)
Self-Regulation Skills for Success (SRSS) Intervention Study – Frank Porter Graham Child Development Institute, UNC-CH	2 nd Year Child	<ol style="list-style-type: none"> 1. Practicum students will learn to competently deliver the Incredible Years Dina Dinosaur Treatment Program, including curriculum content as well as process management. 2. Practicum students will develop or enhance skills in delivering intervention programs to students in the school setting using a variety of collaborative approaches in consulting with teachers and counselors. 	Incredible Years is a well-established intervention based in social-learning and attachment theories. Supervision will focus on delivery of the curriculum as well as the process of managing the group, addressing individual child needs, and working collaboratively within the school setting.
Women's Mood Disorders, UNC Department of Psychiatry	Adult	<ol style="list-style-type: none"> 1. To gain experience with the assessment and treatment of perinatal mood and anxiety disorders 2. To gain experience with Acceptance and Commitment Therapy, both individually and in group settings 	<p>The predominant theoretical orientations employed during this practicum will be cognitive and behavioral therapies, including acceptance and commitment therapy (ACT), behavioral activation (BA), and exposure-based therapies (PE, ERP). Interpersonal therapy (IPT) and partner-assisted (IPT) will also be used, as clinically indicated.</p> <p>Assessment instruments that may be used on this rotation include, but are not limited to the following: Edinburgh Postnatal Depression Scale (EPDS), Patient Health Questionnaire 9 (PHQ-9), Inventory of Depression and Anxiety Symptoms (IDAS), Positive and Negative Affect Schedule (PANAS), Acceptance and Action Questionnaire (AAQ), and Schedule of Nonadaptive and Adaptive Personality (SNAP).</p>

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Clinical Neuropsychology Rotation, Central Regional Hospital	Adult	<ol style="list-style-type: none"><li data-bbox="541 168 1379 228">1. Gain experience conducting neuropsychological testing in a state hospital psychiatric population<li data-bbox="541 228 1379 321">2. Obtain a solid knowledge base of the empirical literature on the neuropsychology of schizophrenia and other mental disorders, applying research to clinical cases.<li data-bbox="541 321 1379 410">3. Learn to integrate neuropsychological testing results into rehabilitation and treatment plans and communicate test results in a “user-friendly” manner to psychiatrists, nurses, and other mental health professionals.	Information processing model